

CHAPTER III

RESEARCH METHODOLOGY

This study is aimed at investigating the implementation of Task-Based Instruction in teaching speaking. The benefits and challenges in the implementation of Task-Based Instruction are also explored in this study. Based on the purpose of the study, this chapter covers research site and participants, research design and research method, research site and participants, data collection, data analysis, validity, and concluding remark.

3.1 Research Site and Participants

This study was undertaken at a vocational high school in Cimahi, West Java. This research site was chosen for the reason that the researcher had an easy accessibility to the site and, further, it is expected to gain higher feasibility of the study. Additionally, this vocational school was chosen because it seemed appropriate that the students prepared to be ready for working at the companies with the assumption that many job opportunities with English mastery as one of requirements for seeking a job. Therefore, it was assumed that vocational students need to master English, especially speaking.

In this study, the participants involved an English teacher and eleventh graders of the students. Regarding the choice of the participant, the English teacher had the same interest in promoting the use of TBI in his classroom and currently conducted mini research of TBI on speaking skill and writing skill aspects. Additionally, he also implemented TBI in teaching English and was working on the research in the same area. Further, regarding the teacher's background, he has been teaching English in a Vocational School in Cimahi, West Java, Indonesia for more than 10 years. Based on those reasons, it was assumed that the English teacher might have sufficient knowledge regarding TBI theory. Hence, it is expected that this

research will contribute in developing the teacher's way in the teaching-speaking using Task-based Instruction (TBI).

Regarding the choice of students, most of them ranged from fifteen to sixteen years old and, in the site of current study, they had learned English as a foreign language for nine years i.e. six years at the elementary school and three years at the junior high school. Therefore, it was assumed that they already had adequate knowledge of English. In this study, the students were given seven sessions of speaking class through task-based instruction and their speaking developments would be seen from their performances during the teaching learning process. For the sake of confidentiality, the students' name in this study would be pseudonymous.

3.2 Research Design and Research Method

This study employed a descriptive qualitative study. Descriptive study is designed to describe situations, group's characteristics, and phenomena as it naturally happened (Fraenke & Wallen, 1993). This study portrayed a description of task-based instruction process in a classroom that involved teacher and students activities and explored benefits and challenges.

Further, this study was categorized as qualitative research because of the following characteristics. First, this study investigated the process of Task-Based Instruction (TBI) that was implemented at the classroom (see Fraenkel et.al., 2011; and Merriam ,1991). In this case, the main focus throughout this study was capturing the teaching-learning activities occurred in the classroom. Second, this study was intended to examine the phenomena deeply in using Task-Based Instruction in Teaching Speaking in natural setting (See Creswell ,2008). Third, this study was carried out in a small case (Fraenkel et.al, 2011). This study was conducted in a class as representative from the other class. Fourth, this study used multiple methods of collecting data such as classroom observations, in-depth interview, and students' questionnaires to increase validity of the study (see Merriam, 1991).

3.3 Data Collection Techniques

In this study, the data collection involved three sources of evidence, namely classroom observations, semi-structured interview with the teacher, and questionnaires. Combining those multiple methods or triangulation was done to assure the internal validity or credibility in the research design (see Yin, 2003). Further, each of instruments was described in the following section. In addition, the research schedule is displayed in table 3.1 as follows.

Table 3.1
Schedule of Data Collection

<u>Date/Time</u>	<u>Activities</u>	<u>Data Gathered</u>
May, 18 th 2015	Pre-observation stage Observing the teaching learning process	Video/Field Notes
August, 4 th 2015	Topic 1: Giving Suggestions	Video/ Field Notes
August, 11 th 2015	Observation 2 Lesson 2: continued	Video/ Field Notes
August, 25 th 2015	Observation 3 Lesson 3: continued	Video/ Field Notes
September, 1 st 2015	Observation 4 Lesson 4: continued	Video/ Field Notes
September, 8 th 2015	Observation 5 Lesson 5: Offering Something	Video/ Field Notes
September, 15 th 2015	Observation 6 Lesson 6: Giving Opinion	Video/ Field Notes
September, 29 th 2015	Observation 7 Lesson 7: continued	Video/ Field Notes and Questionnaire distribution
September, 30 th 2015		Teacher's Interview

Note: The activities column above is the activities of English teaching occurred in the classroom.

3.3.1 Classroom Observations

Classroom observations applied in this study were aimed to gain data on the process of implementation of task-based instruction in the classroom. The data from classroom observation in this study contained “information that can be seen directly by the researcher or heard or felt” (see Stake, 2010, p.90). The observation was intended to gain understanding of what was going on during the implementation of task-based instruction and to check that the basic principles of task-based instructions were employed.

Before conducting the actual observations, the researcher employed a pre-observation to the teacher to know how he implemented task-based instruction. Based on pre-observation, in the teaching-learning process, the teacher conducted three stages of Task-based Instruction which covered pre-task, during task, and language Focus (see Ellis, 2003; Willis, 1996).

The classroom observations were conducted in seven meetings from August 4th – September 30th 2015. In each meeting, the teacher jotted down the activities during the teaching-learning process. During the classroom observation, the data of observations were collected by using a video recording and written into field notes. In this research, the researcher acted as a complete observer where she did not get involved in the group being studied (see also Fraenkel et.al.,2011).

3.3.2 Interview

In this study, an interview was conducted at the end of the study. The interview dealt with “obtaining unique information or interpretation held by the person interviewed” (Stake, 2005, p.95). The interview was employed to gather the data regarding teacher’s opinion about the implementation of task-based instruction, and challenges as well as benefits of TBI. This interview was also conducted to validate data from classroom observation and questionnaires.

This interview utilized in this study was a semi-structured interview. This type of interview consisted of predetermined questions in which allowing the interviewees to

express their point of view and give respond based on their ideas (Hancock & Algozzine, 2011; Merriam, 1991). Further, interview guidelines were used when interviewing (see appendix). Furthermore, in the interview process, person-to-person interview was conducted to gather in-depth data from the participants. In this case, specific questions were prepared in advance and follow up questions were delivered based on the teacher's responses in the interview. The interview used Indonesian so that the researcher could gain deep information from the respondent. The information gained from the interview was recorded by using a recorder.

3.3.3 Questionnaire

This study administered open-ended questionnaires to the students in order to gain students' point of view regarding the benefits and challenges of task-based instruction. The items of the questionnaires were adapted from a similar study towards the implementation of task-based instruction conducted by Gunawan (2013). The questionnaires were distributed at the end of the meeting and provided in Indonesian to make the students express their feelings easily.

3.4 Data Analysis

This section discusses data analyses in this study. The analyses involve the data collection techniques employed namely classroom observation, interview, and questionnaires. As this study used qualitative research design, the data were analyzed descriptively through step proposed by Creswell (2008) namely organizing and preparing the data, coding process, conveying the findings of analyses, and making an interpretation. The analysis of the data obtained from each instrument is described through sections 3.4.1 to 3.4.3.

3.4.1 Data from Classroom Observation

Data from classroom observations were analyzed descriptively. The analysis was begun by transcribing the classroom interaction. Then, the transcriptions were read

and coded by matching the data with the research question. The data from observation were analyzed to validate the data from interview regarding teacher's implementation of TBI. Then, the data were categorized based on TBI theories presented in chapter two.

Regarding the implementation of task-based instruction, the observation was focused on basic principles and stages of task-based instruction. The first observation sheet for task-based instruction was adapted from Eztaire and Zanon (1994). It contained stages of task-based instruction, teacher's activity, students' activities, interaction, teacher's and students' roles, media and learning, and evaluation. In the meantime, the second observation sheet for task-based instruction principles was adapted from theories of Ellis (2003), Brandl (2007), Nunan (2004), Richards & Rodgers (2001), and Prabhu (1987). It contained task as series activities, learning by doing activity, rich and comprehensible input, collaborative learning, meaning and form-focus, and error corrective feedback.

In conducting the observation, the classroom instructions were videotaped and the observation sheets were also provided. The videotaping was aimed at helping the researcher in analyzing the data. In addition, the observation sheets aimed to note the essential things happened during the teaching learning process. To validate the data from observations, the researcher used member checking through taking the result of observation back to participant, in this case the teacher, by conducting a follow-up interview to comment on the findings (see Creswell, 2009). This member checking was conducted to check the accuracy of the collected data.

3.4.2 Data from Interview

The data from interview were analyzed to answer the research questions used, i.e. to support the data from the observation and answer the second research question. There were two steps in analyzing the data of the interview. First, the data were transcribed into a written form. In transcribing the data, the names of participants were replaced with pseudonyms. Second, the data were coded and categorized into several points

which become the focus of this study such as the teacher's point of view regarding the benefits and challenges during the implementation of task-based instruction.

3.4.3 Data from Questionnaire Data

The questionnaire was written in open-ended items, which were used to answer the second research question namely to find out challenges and benefits of the implementation of task-based instruction in teaching speaking. The analysis of questionnaires adopted from Gunawan (2013) was conducted in several steps. First, the researcher identified the data from students' point of view regarding benefits and challenges of task-based instruction. Second, the data were categorized based on theories of task-based instruction.

3.5 Validity

Triangulation was conducted to assure the validity of the study. In regards to the validity of the data and the result of the research triangulation of data collection by means of classroom observation, semi-structured interview, and open-ended questionnaires will be employed. The activities in the classroom will be recorded to ensure the validity of the data from classroom observation. In addition, member checking is also used to ensure the validity from the classroom observation and interview. This member checking can be done by sending back the result of classroom observation in the form of observation sheet and interview in the form of transcriptions of interviews to the participant to avoid the bias of the result.